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ABSTRACT

This book presents profiles of schools that have demonstrated the power of Deming's Total Quality Management (TQM) principles. It describes schools that have successfully applied those strategies for change. The book explores what public education needs most--a compelling but flexible action plan for improvement. Chapter 1 offers a rationale for learning from and then institutionalizing Deming's principles. The second chapter summarizes those principles. Chapters 3 through 8 describe TQM in action in the following settings: the Toyota of America plant in Georgetown, Kentucky; the Johnson City School District (New York); Daniel Webster Elementary School and accelerated schools (San Francisco); Central Park East Schools (New York City); Clovis Schools (Fresno, California); and Mt. Edgecumbe High School (Sitka, Alaska). Chapter 9 explores the theoretical underpinnings that are in accordance with theories in other disciplines--history, psychology, sociology, and political science. Theories in each discipline recognize that people seek clear goals and challenges, immediate feedback, a sense of control, and a collective spirit. A conclusion is that trust and the willingness to share power are critical for successful implementation of TQM. Each chapter contains references at the end. (LMI)

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